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ABSTRACT

The Syracuse University model educates teachers to confront change and initiate change responsibly in schools and communities. The model's 4 preservice years, composed of seven instructional units, focus on process goals. The first 2 1/2 years are devoted to liberal education with the aim of developing in the trainee new ways of perceiving, realizing, feeling, and deciding. The junior and senior years are for specialization and for professional study in six areas: methods and curriculum (focusing on problem resolution), child development, teaching theory and practice (focusing on decisionmaking), professional sensitivity training, self-directness, and social-cultural foundations. During the latter unit, the trainee, working with a counselor, determines the behavioral changes he would like to bring about in his pupils and attempts to accomplish those changes in his fifth or inservice year--a year of partnership teaching in a school. All the instructional units are composed of modules, which are planned instructional episodes lasting from several hours to several months. Instruction is often individual: the largest grouping of students is fifteen. The model also provides for support systems, continual feedback, and the participation of students, teachers, researchers, public schools, and education industries in program development and implementation. (See ED 034 076 for a readers' guide to the nine funded models.) (LP)

Brief Title:

Guide to
Syracuse University
Teacher Education Model

Weber

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A GUIDE TO SPECIFICATIONS FOR A COMPREHENSIVE UNDERGRADUATE AND INSERVICE TEACHER EDUCATION PROGRAM FOR ELEMENTARY TEACHERS

Wilford A. Weber

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The following Guide is one of the nine which appears in the publication A Reader's Guide to the Nine Models for Preparing Elementary Teachers. The Guide is available free in limited quantity from the ERIC Clearinghouse on Teacher Education; for $4.00 from American Association of Colleges for Teacher Education, One Dupont Circle, Washington, D.C. 20036; and for $1.25 in microfiche and $15.90 in hard copy from the ERIC Document Reproduction Service (EDRS), 4936 Fairmont Ave., Bethesda, Md. 20014. The order number at EDRS is ED 034 076.

The Clearinghouse is publishing each of the nine guides separately as well as collectively for the convenience of those readers interested in a specific elementary teacher education model. The above individual Guide also is available free in limited quantity from the Clearinghouse and for $0.25 in microfiche and $1.30 in hard copy from EDRS. An abstract of the above Syracuse model will appear in the May 1970 Research in Education.

SP003 522

Introduction

On October 16, 1967, the U.S. Office of Education issued a request for the development of proposals on educational specifications for comprehensive undergraduate and inservice teacher education programs for elementary teachers. (The term elementary teacher included preschool teachers and teachers through grade 8.)

These proposals were for the design phase (phase I) of an intended three-phase project. By January 1, 1968, 80 proposals had been received. On March 1, 1968, the Bureau of Research awarded nine contracts to design conceptual models for programs for the training of prekindergarten and elementary school teachers, for the preservice as well as inservice components. These models were completed October 31, 1968.

Reports on phase I have been made under the following titles: A Model for the Preparation of Elementary School Teachers (Florida State University), G. Wesley Sowards, project manager; Behavioral Science Elementary Teacher Education Program (Michigan State University), W. Robert Houston, project director; A Competency-Based, Field-Centered Systems Approach to Elementary Education (Northwest Regional Educational Laboratory), H. Del Schalock and James R. Hale, editors; Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers (Syracuse University), William Benjamin and others, authors; The Teacher-Innovator: A Program To Prepare Teachers (Teachers College, Columbia University), Bruce R. Joyce, principal author.

Also, Georgia Educational Model Specifications for the Preparation of Elementary Teachers (The University of Georgia), Charles E. Johnson, Gilbert F. Shearron, and A. John Stauffer, directors; Educational Specifications for a Comprehensive Elementary Teacher Education Program (The University of Toledo), George E. Dickson, director; A Model of Teacher Training for the Individualization of Instruction (University of Pittsburgh), Horton C. Southworth, director; and Model Elementary Teacher Education Program (University of Massachusetts), Dwight Allen, principal investigator, and James M. Cooper, project director.

In phase II, several institutions are studying the feasibility of developing, implementing, and operating a model program based upon specifications in phase I. In the third phase, the U.S. Office of Education hopes to be able to support implementation of some of the model proposals for restructuring teacher education.

Since the models cover almost 6,000 pages devoted to detailed specifications of behavioral objectives, materials, treatments, evaluation of specific elements of the programs, and the like, the ERIC Clearinghouse on Teacher Education, on April 15-16, 1969, sponsored in collaboration with the American Association of Colleges for Teacher Education (AACTE) which acts as its fiscal agent, a writers' conference in which key personnel involved in developing the models wrote guides to their specific programs.

A second-day of verbal interaction followed, at which time the writers discussed their personal reactions to all of the models and past, present, and future implications for teacher education. The panelists wanted to make it clear that in their discussion the models were being described at but one point on a continuum. They called the models catalytic agents which have generated a great deal of discussion, interaction, and continuing change. At this conference they said it was important for them to explore the range of alternative interpretations of issues such as, "What are behavioral objectives? What is a model? What does it mean to personalize? To individualize?" They said that some kind of projection needed to be made about what remains to be done--either by resolving issues, or if they are resolved, to act upon them. This whole exercise [the writers' conference] will have made a major contribution to teacher education if it focuses on the issues at the center of this whole models effort and helps to extend the models, they said.

This guide to the models should assist those who are interested in learning about or implementing them. The entire collection of models is available from the ERIC system in either hard copy or microfiche and from the Government Printing Office (GPO) in a honeycomb binding. The ERIC ordering address is: EDRS, The National Cash Register Co., 4[illegible] Fairmont Avenue, Bethesda, Md. 20014. The GPO address is: The Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

The reports must be ordered by number. Any request without order numbers will be returned. Some of the reports listed do not have ERIC order numbers. These reports may not be ordered until the listing appears in Research in Education, the monthly abstract journal of ERIC.

The reports are available at the following prices:

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Univ. of Pittsburgh	FS 5.258:58017	2.50	025 495	10.60	1.00
Florida State Univ.	----------	----	--- ---	-----	----
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Volume III	FS 5.258:58024	5.00	027 287	29.65	2.25

Also available (or to be available soon) are the following related reports: 1. Nine Proposals for Elementary Teacher Education, A Description of Plans To Design Exemplary Training Programs by Nicholas A. Fattu of Indiana University. This document is a summary of the nine originally proposed programs which were funded in phase I of the project for preparing elementary teachers. Available through ERIC: ED 018 677, Price: $6.55 for hard copy; $0.75 for microfiche. 2. Analysis and Evaluation of Plans for Comprehensive Elementary Teacher Education Models by William E. Engbretson of Governors State University. This document is an analysis of the 71 proposed, but unfunded models of phase I. Available through ERIC: ED 027 268, Price: $12.60, hard copy; $1.00, microfiche.

3. A self-initiated critique of the Syracuse University model program, Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. ED 027 276, Price: $7.20 for hard copy; $0.75 for microfiche. 4. Some Comments on Nine Elementary Teacher Education Models by the System Development Corporation. This paper is adapted from remarks made at an American Educational Research Association conference in November 1968. Available through ERIC: ED 029 813, Price $0.75 for hard copy; $0.25 for microfiche. 5. Twenty-page summaries of the nine reports are available, free of charge, from: Elementary Teacher Education Project, Division of Elementary and Secondary Research, National Center for Educational Research and Development, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

6. A Bibliography of References Used in the Preparation of Nine Model Teacher Education Programs by James F. Schaefer Jr. (Washington, D.C.: ERIC Clearinghouse on Teacher Education and the Bureau of

Research, U.S. Office of Education, 1969). ED 031 460, Price: $4.95, hard copy; $0.50, microfiche. 7. Analytic Summaries of Specifications for Model Teacher Education Programs, 8. A Short Summary of 10 Model Teacher Education Programs, and 9. Techniques for Developing an Elementary Teacher Education Model are three publications which were issued by the System Development Corporation in July 1969.

It is appropriate to express appreciation to the Clearinghouse staff for its dedication and hard work in completing this manuscript: Dr. Joost Yff, assistant director, and Mrs. Dorothy Mueller, program associate, whose advice and guidance were invaluable; Mrs. Lorraine Poliakoff and Mrs. Suzanne Martin, information analysts, who provided the index to this volume; and to the clerical staff of the Clearinghouse, especially Mrs. Vera Juarez, whose steady assistance made this publication possible. Appreciation also should be expressed to AACTE for its role in the conference and in this Guide, and, of course, to the writers of the guides for their full cooperation both during and after the conference.

The Clearinghouse on Teacher Education is pleased to present this guide to the nine models in the hope that it will stimulate extensive study of ways to improve school personnel preparation and thereby the educational opportunities for America's children and youth.

Kaliopee Lanzillotti, Publications Coordinator

Joel Burdin, Director

February 1970

About ERIC

The Educational Resources Information Center (ERIC) forms a nationwide information system established by the U.S. Office of Education, designed to serve and advance American education. Its basic objective is to provide ideas and information on significant current documents (e.g., research reports, articles, theoretical papers, program descriptions, published or unpublished conference papers, newsletters, and curriculum guides or studies) and to publicize the availability of such documents. Central ERIC is the term given to the function of the U.S. Office of Education, which provides policy, coordination, training, funds, and general services to the 19 clearinghouses in the information system. Each clearinghouse focuses its activities on a separate subject-matter area; acquires, evaluates, abstracts, and indexes documents; processes many significant documents into the ERIC system; and publicizes available ideas and information to the education community through its own publications, those of Central ERIC, and other educational media.

Teacher Education and ERIC

The ERIC Clearinghouse on Teacher Education, established June 20, 1968, is sponsored by three professional groups--the American Association of Colleges for Teacher Education (fiscal agent); the National Commission on Teacher Education and Professional Standards of the National Education Association (NEA); and the Association for Student Teaching, a national affiliate of NEA. It is located at One Dupont Circle, Washington, D.C. 20036.

Scope of Clearinghouse Activities

Users of this guide are encouraged to send to the ERIC Clearinghouse on Teacher Education documents related to its scope, a statement of which follows:

> *The Clearinghouse is responsible for research reports, curriculum descriptions, theoretical papers, addresses, and other materials relative to the preparation of school personnel (nursery, elementary, secondary, and supporting school personnel); the preparation and development of teacher educators; and the profession of teaching. The scope includes recruitment, selection, lifelong personal and professional development, and teacher placement as well as the profession of teaching. While the major interest of the Clearinghouse is professional preparation and practice in America, it also is interested in international aspects of the field.*

The scope also guides the Clearinghouse's Advisory and Policy Council and staff in decisionmaking relative to the commissioning of monographs, bibliographies, and directories. The scope is a flexible guide in the idea and information needs of those concerned with the pre- and inservice preparation of school personnel and the profession of teaching.

How To Use This Guide

Each guide has this general outline: overview, program goals and rationale, selection procedures, professional preservice component, relationship of professional component to academic component, inservice component, faculty requirements and staff utilization, evaluation component, program management, and summary. The Teachers College guide, which was not written at the conference, is the only one with a different outline.

In the Government Printing Office (GPO) edition of the models, some of the pages were numbered differently from the original reports which were processed into the ERIC system. For the readers' convenience, the footnotes to the guides include the page references to both the GPO and ED (ERIC) editions. If the page references in the footnotes were the same for both editions, only one set of page numbers is given.

"ED" or order numbers for the models appear along with the prices and other information in the introduction. Ordering information about other references in the ERIC collection would appear in the bibliography to each guide.

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OVERVIEW

The Syracuse University model program is a generalized model intended to provide a blueprint for developing and implementing an elementary teacher education program for the generalized elementary school teacher.

It is a model designed to be adaptable for the specialized preparation of the teacher with a unique focus; for example, a teacher of the culturally disadvantaged. The model also is intended to be flexible enough to be adapted by a variety of teacher education institutions.

The model is based on six principal assumptions:[1]

1. No one point of view regarding teacher education has been demonstrated to be most effective. Therefore, it is assumed that from a pluralistic open dialogue involving students, teachers, and researchers, hypotheses can be generated and tested which may tighten the circle around those ideas, activities, artifacts, and people that would constitute a more ideal teacher education program than that with which many of us currently work.
2. We live in a world where basic institutions and their value structures are changing at an exponential rate. Therefore, it is assumed that since we do not know with certainty what form that future world, its societies, and institutions will take, or how the children of such a society should be educated, teachers today must be educated to be continually self-renewing as they adapt to and play a major role in shaping the changes that seem certain to occur in the future world of education.
3. A model program which nurtures a pluralistic and self-renewing teacher education program must be an open system. It is assumed, therefore, that the model program can continue to be relevant to the changing world only if it has a built-in intention, action, feedback structure for processing ideas, generating hypotheses, and collecting data regarding the system qua system and the system in relationship to the changing world in which the program will exist.
4. Clearly, the requirements of a changing world call for self-renewing teachers as well as self-renewing teacher education programs. The "products" of teacher education programs must possess the disposition and skills to change during their professional careers if they are to be as effective in the year 2000 as in 1974. Therefore, it is assumed that the development of self-renewing

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[1] William Benjamin and others, Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers, Final Report (Washington, D.C.: Government Printing Office, 1969), pp. 1-4.

teachers can only be accomplished by a program which is a self-renewing one staffed by self-renewing teacher educators. Implied, then, is continuing inservice education for the professional program staff.

5. A model program must recognize human uniqueness. It is assumed that learning styles, learning rates, and what a person considers important to learn in part constitute the uniqueness of an individual. It is further assumed that providing a program that recognizes and accommodates these unique differences is one way of fostering the development of self-directed, self-renewing teachers. Thus, the model program is largely individualized and self-paced.
6. The education of teachers must involve not only the teacher education institutions, but also the public schools and the educational industries. Therefore, it is assumed that the optional functioning of the model program is dependent upon a condition of protocooperation[2] that involves teacher education institutions, public schools, and educational industries working together in new ways.

PROGRAM GOALS AND RATIONALE

The model program is in part a response to the challenges of the future. Certainly with respect to the pervasiveness of change, the program suggests that we should educate teachers to confront change, to react to it responsibly, to guide it constructively for the welfare of the individual and society, and to initiate change in the institutions and communities in which they will teach. Toward these ends, the model program has been created to help develop individuals to (1) become increasingly perceptive, (2) have a positive concept of themselves as teachers, (3) come to terms with themselves in respect to their motives for becoming teachers, and (4) develop a system of professional values and skills consistent with their personal integrity and the demands of the education profession.[3]

The basic operating concept on which the program is built is an intent-action-feedback process model. Each instructional module, each component, and the total program functions within the demands of this concept. The model is an open model capable of accommodating and working constructively with many diverse views expressed in terms of (1) purposes or objectives (intent), (2) courses of action and actions (action), and (3) assessment and evaluation of outcomes (feedback). The process dimension of the model demands that the program modify its intents,

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[2]Protocooperation is a term borrowed from the field of ecology which refers to a condition in which two or more organisms in interaction mutually benefit from their relationship with each other. The relationship is not obligatory but, unlike symbiotic or mutualistic relationships, no harm accrues to any of the organisms when they are not in interaction (see Ibid., pp. 4, 30-35).

[3]Ibid., pp. 9-10.

actions, and feedback processes on the basis of its own experiences. The model, then, has the potential of reconstructing the experiences of the students, teachers, and the program as a corporate entity.[4]

In satisfying the requirements of the intent-action-feedback process concept, operational objectives and rationales (intents) were developed for each of the seven instructional components which comprise the total program. Appropriate instructional activities (actions) were likewise developed and detailed for each of the components based on that component's intent. An accounting of the consequences of the actions are called for by each component's evaluation and assessment procedures (feedback). This feedback allows for the modification of future intents and actions (process). Complete descriptions of the seven instructional components[5] and a description of the information and evaluation support system[6] are presented in the Final Report.

SELECTION PROCEDURES

While the model program gives extensive consideration to the problem of student performance criteria and assessment, it does not deal with the issue of student selection procedures. Clearly, this is an area which will need to be examined in the phase II feasibility study. Selection and recruitment procedures will be looked at with an eye on the "mix" of student characteristics required for research purposes.

PRESERVICE COMPONENTS -- THE FIRST FOUR YEARS

The model program is designed as a five-year program. The first two years are devoted to liberal studies. The junior year begins exploratory professional study and continues liberal studies. The senior year is devoted to full-time professional study. The fifth year is an inservice, resident year. It is discussed in a later section of this guide.

The seven components of the preservice program are integrated into the basic design of the total program. These components are: (1) liberal education, (2) methods and curriculum, (3) child development, (4) teaching theory and practice, (5) professional sensitivity training, (6) social-cultural foundations, and (7) a self-directed component. The process of developing a model composed of these components provided an excellent test for the workability of the pluralistic assumption about the nature of reality in teacher education. The components are by design diverse in nature and character.[7]

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[4] Ibid., p. 17.

[5] Ibid., pp. 72-439.

[6] Ibid., pp. 478-93.

[7] Ibid., pp. 19-26.

The liberal education component (in conjunction with additional liberal arts studies) constitutes all of the freshman and sophomore years and roughly half of the junior year. The six professional components begin during the junior year, and with the exception of the social-cultural foundations and self-directed components, conclude at the end of the senior professional year insofar as formal study is concerned.

Liberal Education

The liberal education component consists of 18 hours of liberal education (to be supplemented by varying hours of liberal arts education depending on the requirements of the adopting college). These 18 hours are divided as follows: six semester hours over a period of two semesters that deal with changing perspectives in the humanities; six semester hours over two semesters dealing with changing perspectives in the social sciences; six semester hours over two semesters dealing with changing perspectives in the natural sciences. Each of these three two-semester courses are designed to create a unified liberal education component that will be taught by a staff of professors representing different disciplines in the broad area covered by each course. The courses should be a combination of lectures and seminars supported by an academic advisory system to assist students in their course work and in integrating this work with other aspects of their education, both professional and nonprofessional.

The goals of the liberal education component are similar to the goals of liberal arts. This component should help to "free" students so that they may transcend ignorance and limiting specialization. The component should enable students to perceive themselves and the world in new ways, to realize the existing alternatives in given situations, to think, feel, and decide on a reasonable basis. The component is predicated upon the assumption that it is the "operation" through which these liberal disciplines proceed that has much to do with liberating the human condition. The goals are, therefore, predominantly process goals; transcending ignorance by acquiring new ways of perceiving, realizing, feeling, and deciding rather than the product goals of knowing anthropology, physics, religion, and so forth.[8]

Elementary Methods and Curriculum

This component will engage the student in problem resolution. The term "resolution" is used rather than solution because resolution implies a continuing process whereas solution implies a final disposition of the problem. In teaching, problems are acted upon in such a way that their nature changes, and the change requires a new course of action. In a world of rapid change, the mastery of the process of acquiring and utilizing knowledge and skills is far more important than the specific knowledges or skills acquired. The professional who can apply effective approaches to new problem situations is better off than the professional who has been educated, intentionally or inadvertently, to try to make new problem situations fit the old approaches. The approach through problem resolution dictates no particular method of instruction. It does ask that the

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[8] Ibid., pp. 19-21 and 72-88.

student develop or request instructional techniques that relate to the nature of the problem.

The methods and curriculum component is constructed in terms of modules. The modules deal with the content of the five general areas of elementary school subject matter (language arts, reading, social science, science, and mathematics) as well as with the teaching methods associated with them, and methods of student appraisal.

The primary goal of this component is basically a process goal. The student is to be educated so that he may confront problems and resolve them. The secondary goal is one of providing basic understandings and skills to assist students in the resolution of professional curriculum and methodological problems in elementary teaching during training and in their initial years of full-fledged professional teaching.[9]

Child Development

The objectives of the child development component focus on the concerns of sensitivity, creating an awareness in teachers for their prime concern: the children they teach. The component reaches beyond sensitivity and awareness, however, as it helps the student understand the meaning of children's behavior.

This component is not constructed along course lines. It consists of a carefully developed sequence of modules which will begin in the junior preprofessional year and conclude in the senior professional year. A central focus throughout this component is an active involvement of students in describing and analyzing child behavior. Techniques, theories, and normative information from the child development area have been selected and utilized on the basis of their pertinence to this effort.

There are three major developmental and closely related goals for the child development component. First, it is intended that the student will become aware of the value of carefully and objectively observing child behavior. Second, the student will learn to discriminate between kinds of behavior observed and will increase the number of dimensions which are observed. The third goal is to increase the student's repertory of possibilities for attempting to "make sense out of" and respond appropriately to observed behavior. Inherent in these goals is the assumption that if the teacher becomes attuned to "taking in" child behavior, is cognizant of many dimensions of children's behavior, and has some alternative means of considering the meaning of that behavior, then teaching will generally be affected in positive ways, and the teacher will respond to children more appropriately.[10]

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[9] Ibid., pp. 21-22 and 89-174.

[10] Ibid., pp. 22 and 175-218.

Teaching Theory and Practice

This component views teaching as a decisionmaking process in which the teacher examines many facets of his environment and the possible outcomes, and establishes a course of action for himself and his pupils. Teachers make plans for both long- and short-range activities--for the global objectives of education as well as the moment-by-moment decisions needed--as they are in dynamic interaction with their students. This process of decisionmaking is a three-phase process on which the teaching theory and practice component is predicated.

The component is modular in construction and extends from the junior year into the senior year. Like the other components, it is closely articulated with the other professional components in the model program.

The basic goal of this component is to enable students to make wise, nonsubstantive teaching decisions. In order to do this, the component will help the student (1) discriminate between increasingly finer differences in teacher behavior as displayed by other teachers, (2) practice teaching behaviors in order to develop a wide repertory of behaviors, (3) examine the range of objectives of education and prepare measurement techniques to assess their achievement, (4) interpret and apply the results of research on the effectiveness and strategies of teaching as they relate to achieving specific outcomes, (5) practice the decisionmaking skills, especially those of "searching" for the potential behaviors and strategies most effective for particular pupils working for specific objectives.[11]

Professional Sensitivity Training

This component is specifically concerned with the development of the student's understanding and skills relevant to the dynamics of intrapersonal and interpersonal group and organizational interactions, in terms of himself as a teacher and these other focal points of reference.

This component is organized in terms of modules of learning experiences, and these are developed around readings, seminars, and T-group experiences. The modules begin early in the junior preprofessional year, and the final module is to be completed before the end of the senior year. Three groups of modules comprise the component. The first focuses on the understanding of self as a person; the second, on developing understanding and skills relevant to the role of the teacher in the classroom; the third, on increasing student awareness of self as a member of the educational system.

The three major goals of the component are developmental in nature. Awareness of self as a person is the fundamental goal. It is assumed that the student is best able to increase his sensitivity regarding his role as a teacher, the second major goal, after he has acquired a sufficient understanding of himself as a person. The third major goal is to help the student become aware of his role as a professional in the school organization and the total educational system. It is these goals of awareness and sensitivity which will help the student become open to and

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[11] Ibid., pp. 22-23 and 219-82.

responsive to change. As he better knows himself and knows his role, he can cope more securely with the dynamics of change.[12]

Social-Cultural Foundations

The social and cultural foundations component consists of five groups of modules. The component has a minimal input during the junior year of the program. In fact, this component's role in the preprofessional aspect of the program primarily would be to give beginning teachers enough understanding of the social and cultural dynamics of the classroom and the school as a social institution to make preprofessional training phenomenologically real. The "intellectual problem approach" to the study of education tends to disturb students who are highly anxious about their ability to live with the everyday practical problems of teaching. It is assumed that during the senior professional year, this anxiety about the ability to perform adequately as a classroom teacher will be reduced by the "reality testing" furnished by the participant-observer field experiences. At this time the student should be able and willing to "stand back" and reflect upon the educational institution in which he will participate as a professional, upon the forces which shape that institution, and upon the social and cultural factors which influence his behavior and the behavior of the pupils he seeks to teach.

The pattern of increasing the intensity of the social and cultural foundations input during the senior professional year is repeated during the latter part of the resident year after the students are past the initial anxiety of assuming responsible teaching assignments.

Throughout the three years of the program, the social and cultural foundations component is designed to assist the students in understanding the institution of education in American culture and in addition (in interaction with the other components) assist the student to more accurately (a) view himself in group and organizational interactions, (b) view the teaching act as more than a set of technical skills, and (c) understand the forces which legislate for and against curriculum and methodological innovations in the elementary school.

The subject matter of the social and cultural foundations component is drawn from the social sciences and philosophy as content and method from those disciplines that are considered relevant for teachers. Concern is not limited to support and development of technical skills of teaching, but neither are those skills to be excluded. The general goals of the social and cultural foundations component are to provide experiences would enable the student to:

1. Understand the social dynamics of educational groups and institutions (the classroom as a group, the school and the school system).

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[12] Ibid., pp. 23 and 283-313.

2. Understand the social, political, and economic forces which affect schools and schooling in the United States.
3. Develop skills in the analysis of social situations.
4. Develop skills in the analysis of language as a tool for communicating ideas and influencing the behavior of others.
5. Develop skills in analyzing the value dimension of educational problems and in making value judgments.[13]

Self-Directed Component

This component is intended to foster independent, self-directed activity oriented ultimately toward professional ends. It has considerably less structure than the preceding components particularly with respect to the subject matter which will make up the component. It does have the structure provided by specific goals and the supporting instructional situations which characterize the component. The essential task for the student in this component is to (1) determine what changes he would like to see take place in the children he teaches, (2) describe these changes behaviorally, (3) determine what specialized training is needed (in addition to that provided in other components of the model program) to help him in the accomplishment of these goals, and (4) to accomplish such ends as he has specified with the pupils he teaches during his resident year.

The component is designed to provide a helping relationship in the performance of his complex task. The student selects a counselor-advisor with whom he works on a regular basis. This relationship between student and counselor-adviser is an enabling relationship combining the talents of the counselor with the talents of a generalist in the field of elementary education. In addition to this one-to-one relationship with a counselor-adviser, the student may participate in one of the student-controlled enabling seminars of about 12 students each. These activities are to be supplemented by a student-controlled weekly newsletter for expressing ideas and concerns about the profession and the program.

The student develops a planning and goals paper around which his self-directed activities revolve. He is ultimately expected to realize these plans and goals through his own independent activities. The goals toward which this component work are the goals of professional independence which will enhance the dignity, integrity, and autonomy of the student as a teacher, help him take responsibility for his own learning, and help him to independently modify his own ideas, values, and behavior. From this self-directed activity would come (1) continued increased understanding of the unique qualities of himself as a teacher and (2) the development and implementation of a personalized set of educative experiences culminating in a professional specialization that transcends the general training gained in the basic program.[14]

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[13] Ibid., pp. 23-24 and 314-409.

[14] Ibid., pp. 25 and 410-39.

Organization of the Components

Each of these components is comprised of a series of instructional modules. A module is defined in this model as a planned instructional episode of a duration ranging from a minimum of several hours to a maximum of several months. Most modules have pre- and postperformance measures, though some are designed so that performance measurement is continuous. Modules take on many forms including totally mediated instructional episodes and student-directed seminars revolving around student concerns. The largest grouping of students specified in any module is found in seminars of 12 to 15 students. In many modules the student engages in completely individual instruction.

During the junior preprofessional year, the student learns and applies his learning as he proceeds largely at his own rate through a series of instructional modules that comprise the six professional components. The applications of learning occur in such diverse settings as simulations, tutoring elementary school pupils, and in exploratory microteaching. Tutoring and microteaching is done in what is referred to in the model as tutorial and microteaching centers, staffed by trained clinical teachers (elementary teachers who have had special training in diagnosis and remediation of pupil-learning difficulties). The model provides for these centers to be located in elementary schools.

Thus, during the junior year, in addition to an exploration of the world of the elementary school teacher, the student learns a series of professional skills and knowledge that become the foundation for full-time professional study and practice during the senior professional year and the resident teaching year (fifth year). Should the student decide on the basis of the junior year of exploration that being an elementary school teacher is not for him, provisions are made in the model for the student to continue his college program in some other field without loss of credit.

Should the student decide to pursue full-time professional study for his senior year, he would continue work in modules of the six professional components in greater depth and intensity. During the senior professional year, tutorial relationships with elementary school pupils and exploratory microteaching are replaced by a series of increasingly more complex teaching experiences that bring the student step-by-step to the point of planning, teaching, and evaluating a series of teaching units for which he is responsible. This teaching is done in what is referred to in the model as teaching centers located at the public schools and staffed by trained clinical teachers and clinical professors. The supervision of the student in the teaching centers is accomplished through applying the concept of team supervision where generalists (clinical teachers) and specialists (clinical professors) work with the students in a variety of team-planning and team-evaluation sessions.

During the senior professional year, the student makes a decision about a teaching specialization. The specialization could be one as general as

nursery school education or the social sciences, or as specific as information retrieval and data processing on children's literature for intermediate grade Mexican-American children. Provisions are made in the model for the student to explore several specializations before making a tentative decision regarding a specialization of his choice. Assisting the student in the process of thinking through significant problems in elementary school education, finding a problem area that is of interest to the student, and then working out a program of studies leading to a specialization in that area are some of the functions of the self-directed component in conjunction with personnel from the other components. Each component provides for open exploration modules to assist the student in choosing an area of specialization.

By the completion of the senior year, the student should have developed skills, knowledge, and attitudes to function as an elementary teacher generalist and gain provisional certification in most states.

The model provides at this point for another student decision. This decision involves pursuing the program of studies leading to a specialization and becoming a resident teacher for the fifth year of the model program.[15]

RELATIONSHIP OF PROFESSIONAL COMPONENTS TO LIBERAL EDUCATION COMPONENT

As described earlier, the model program is designed as a five-year program of which the liberal education component (in conjunction with additional liberal arts studies) constitutes the entirety of the freshman and sophomore years and about half of the time of the junior year. The six professional components constitute the remainder of the junior year and the senior year. Input from the social-cultural foundations and self-directed components extends into the resident year.

As can be seen from the description of the liberal education component,[16] liberal education forms the basis for and is intimately related to the professional components. The liberal education component synthesizes the liberal arts, the social sciences, and the natural sciences as well as the humanities in a manner which enables prospective teachers to know or to know how to master "the what" of teaching. The liberal education component is a combination of liberal arts and professional education as it seeks the best in each area in order to create a reasonable, relevant, and effective program. Like the professional components, the emphasis is on process dimensions, not product concerns. The basic methodological approaches provide examples of self-directedness to students as the central focus deals with development of decisionmaking abilities.

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[15] Ibid., pp. 5-6.

[16] Ibid., pp. 72-88.

Clearly, the liberal education component is an integral part of the program, one which utilizes the liberal arts in a rather new and more effective role in teacher education.[17]

INSERVICE COMPONENT -- THE FIFTH YEAR

The student may elect to continue for a fifth year which is seen as a resident year and a period for developing and refining (1) skills and knowledge learned during the preservice period, and (2) a unique specialization. The student would pursue his specialization program during the summers preceding and following the public school year and engage in half-time partnership teaching at a resident center for an entire school year. In this model, partnership teaching means that two resident students would share responsibility for one classroom for which each would receive half the salary of a beginning teacher. Supervision of the residents would be performed by a team of trained clinical professors who would also conduct seminars, the content of which would be drawn from resident's teaching problems and in many cases would be applicational extensions of the professional training obtained in the professional components of the junior and senior years. The partnership assignment of residents to one classroom would allow for flexible schedules of teaching, participation in special curriculum projects, and independent study in the student resident's area of specialization. The model makes provisions for the granting of a master's degree or its equivalent upon completion of course work the summer following the resident year of teaching.

In summarizing the pre- and inservice programs, the model provides for thre years of professional study and practice based on a foundation of two years of liberal studies. The three years of professional study and practice are designed as a series of largely self-paced experiences, each of which is a successive approximation of the terminal goal of the model program--a skilled and self-directed teacher who can meet the demands of teaching at the time of his graduation from the program, but who has developed the disposition and skills for continued adaptation to a certainly changing world that will have substantial impact upon the nature of elementary education and the role of the elementary school teacher. Throughout the program, the model calls for supporting services of the self-directed component including provisions for counseling advisement and personal exploration of goals, values, and their consequences when acted on in a professional setting.[18]

FACULTY REQUIREMENTS AND STAFF UTILIZATION

Faculty requirements and patterns of staff utilization will be more

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[17] Ibid.

[18] Ibid., pp. 6-7.

clearly detailed by the phase II feasibility study, however, much attention is given to these concerns in the model. The major point here is that the model clearly implies a continually changing program to produce self-renewing teachers, but in addition requires the continual inservice education of those who educate such teachers. The model provides self-renewing experiences for teacher educators, so that the program and the teacher educators who staff that program will be responsive to the changing reality of elementary education. It is a major assumption of the program that the development of self-renewing, self-directed teachers can only be accomplished by a program staffed by self-renewing, self-directed teacher educators. This demands initial and continuing inservice education for the professional staff of the program.

The organizational support system[19] is designed to provide for the training and organizational development experiences demanded by the program. The organizational support system also provides for the development of a faculty which can perform the new roles required by the program. In particular, the modular system, self-pacing, individualized instruction, and the self-directed component of the program call for new and different expectations of the faculty. Openness, flexibility, and intimacy which go beyond that usually found in the college instructor-college student relationship is crucial to the success of the model program. Indeed, the teacher educator working in the model program would need to get his hands dirty and live the experience with the students. The organizational support system would play a major role in the development of such faculty.

Descriptions of the faculty, administration, and support staff required by the program run through the descriptions of the various components.[20] Special attention, however, is given to the faculty involved in aspects of the professional sensitivity, self-directed components because of the unique roles they would be called upon to play in T-group sessions, enabling seminars, and advising. Here, as elsewhere, the behaviors required of the faculty member are detailed so as to facilitate inservice training procedures.

An added responsibility of the organizational support system is the development of an organization that can facilitate the attainment of the model program's goals by focusing on the internal operating structure of the program (personnel and processes) and its relationship with the larger organization with which the model program would operate (the total university, the total school system, the educational industries, and the regional laboratories). The key function in this regard is the creation of a protocooperative which is best able to implement and sustain the model.

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[19] Ibid., pp. 494-508.

[20] Ibid., pp. 72-439.

EVALUATION COMPONENT

Evaluation procedures are the responsibility of the information and evaluation support system.[21] It is these procedures which provide the information on which program modification and refinement are based. In addition, the system is charged with the task of gathering information about student progress and feeding this information back to the student and the instructional staff in a form which is useful in facilitating the student's self-paced progress through the program. The evaluation system is also used in assessing the effectiveness of the program (process) for students with different characteristics (presage) in terms of the program's ability to foster the development of competent, self-directed, self-renewing teachers (product). Finally, it is a function of this system to disseminate findings derived from a study of the experimental program to other teacher education institutions.

The evaluation of the ongoing program is seen as process evaluation focusing on the use of formative data as feedback into the system.[22] The evaluation of student progress implies a monitoring function.[23] An evaluation strategy that requires process, presage, and product measures is suggested by the need to examine program outputs in terms of program inputs and throughputs.[24] The dissemination function depends upon the careful explication which only carefully conducted research and evaluation can provide.

It must be remembered that the self-renewing aspect of the program is largely dependent upon the adequacy of the evaluation procedures.

PROGRAM MANAGEMENT

In the model program, it is the responsibility of the support systems to facilitate the instructional programs. It should be recognized that only a basic skeleton is suggested by the model. This skeleton will no doubt be "fleshed out" during the phase II feasibility study. Even so, it is recommended that an adopting institution engage systems experts who can adequately specify the parameters of the development and operations activities most appropriate for that particular setting. The descriptions presented in the model are meant only to rough out the problem areas; they are not exhaustive.

Protocooperation is the foundation upon which the support systems are

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[21] Ibid., pp. 478-93.

[22] Ibid., pp. 482-85.

[23] Ibid., pp. 485-86.

[24] Ibid., pp. 486-93.

developed. The construction of a system is used because it implies events, relationships, and needs which can be specified and facilitated. Since technology is implied by the model, it is mandatory that the system be an open-loop system capable of continuously reacting to the needs of the participants while operating within prescribed limits so that it can effectively remain flexible.[25]

Three systems are envisioned by the model: (1) a program support system, (2) an information and evaluation support system, and (3) an organizational support system.[26] Since the roles of the information and evaluation support system and the organizational support system have already been described, attention here is mainly directed toward the program support system.

The program calls for systems approach to program management. Five stages of the program development are envisioned: (1) program design, (2) component design, (3) module design, (4) module construction, and (5) module testing. In addition, during the operational phase of the program, evaluation, modification, and retesting of the modules is a continuous process. Five elements of the program are described as being of central concern: (1) instructional objectives, (2) instructional experiences, (3) instructional materials, (4) measurement, and (5) maintenance.[27]

It is readily apparent that the effectiveness of the program support system is largely dependent upon the functioning of the information and evaluation support system. If the program is to be self-renewing, the crucial role of the support systems must be recognized.

SUMMARY

This description of the Syracuse University model program is documented evidence that the condensation of 550 pages into a few dozen or so is at best a difficult task. The reader may find this description as being overly simplistic and necessarily vague and incomplete. Certainly, an examination of the model program as detailed in the Final Report would be more informative and adequate.

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[25] Ibid., pp. 461-64.

[26] Ibid., pp. 465-508.

[27] Ibid., pp. 465-77.

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